

Bakers Chapel Elementary

555 South Old Piedmont Highway
Greenville, South Carolina 29611

Grades	PK-5 Elementary School	
Enrollment	220 Students	
Principal	Nerissa Lewis	864-299-8320
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Charles J. Saylor	864-268-3128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	51	46	6

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	Yes
2005	Average	Below Average	Yes
2006	Below Average	Unsatisfactory	Yes

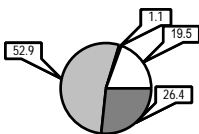
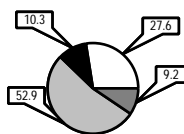
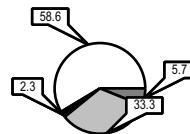
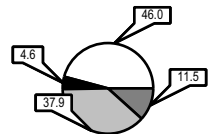
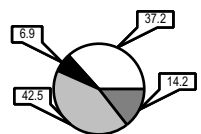
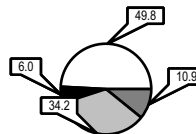
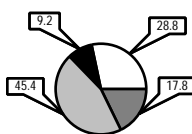
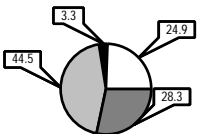
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	99	92.9	17.3	53.1	28.4	1.2	40.7	Yes	Yes
Gender									
Male	51	94.1	19.0	50.0	28.6	2.4	40.5	N/A	N/A
Female	48	91.7	15.4	56.4	28.2	0.0	41.0	N/A	N/A
Racial/Ethnic Group									
White	32	93.8	15.4	30.8	50.0	3.8	53.8	I/S	I/S
African American	65	92.3	18.9	64.2	17.0	0.0	34.0	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	65	100.0	6.7	58.3	33.3	1.7	50.0	N/A	N/A
Disabled	34	79.4	47.6	38.1	14.3	0.0	14.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	99	92.9	17.3	53.1	28.4	1.2	40.7	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	99	92.9	17.3	53.1	28.4	1.2	40.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	73	93.2	17.2	53.4	29.3	0.0	36.2	Yes	Yes
Full-pay meals	26	92.3	17.4	52.2	26.1	4.3	52.2	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	99	92.9	23.5	55.6	9.9	11.1	42.0	Yes	Yes
Gender									
Male	51	94.1	26.2	47.6	11.9	14.3	42.9	N/A	N/A
Female	48	91.7	20.5	64.1	7.7	7.7	41.0	N/A	N/A
Racial/Ethnic Group									
White	32	93.8	11.5	46.2	11.5	30.8	65.4	I/S	I/S
African American	65	92.3	30.2	58.5	9.4	1.9	28.3	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	65	100.0	16.7	61.7	10.0	11.7	48.3	N/A	N/A
Disabled	34	79.4	42.9	38.1	9.5	9.5	23.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	99	92.9	23.5	55.6	9.9	11.1	42.0	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	99	92.9	23.5	55.6	9.9	11.1	42.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	73	93.2	22.4	62.1	10.3	5.2	39.7	Yes	Yes
Full-pay meals	26	92.3	26.1	39.1	8.7	26.1	47.8	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	99	100.0	58.6	33.3	5.7	2.3	8.0
Gender							
Male	51	100.0	57.8	33.3	4.4	4.4	8.9
Female	48	100.0	59.5	33.3	7.1	0.0	7.1
Racial/Ethnic Group							
White	32	100.0	39.3	35.7	17.9	7.1	25.0
African American	65	100.0	68.4	31.6	0.0	0.0	0.0
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	65	100.0	48.3	40.0	8.3	3.3	11.7
Disabled	34	100.0	81.5	18.5	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	99	100.0	58.6	33.3	5.7	2.3	8.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	99	100.0	58.6	33.3	5.7	2.3	8.0
Socio-Economic Status							
Subsidized meals	73	100.0	65.1	30.2	4.8	0.0	4.8
Full-pay meals	26	100.0	41.7	41.7	8.3	8.3	16.7

Social Studies							
All Students	99	100.0	46.0	37.9	11.5	4.6	16.1
Gender							
Male	51	100.0	42.2	35.6	17.8	4.4	22.2
Female	48	100.0	50.0	40.5	4.8	4.8	9.5
Racial/Ethnic Group							
White	32	100.0	32.1	46.4	17.9	3.6	21.4
African American	65	100.0	54.4	31.6	8.8	5.3	14.0
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	65	100.0	31.7	48.3	15.0	5.0	20.0
Disabled	34	100.0	77.8	14.8	3.7	3.7	7.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	99	100.0	46.0	37.9	11.5	4.6	16.1
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	99	100.0	46.0	37.9	11.5	4.6	16.1
Socio-Economic Status							
Subsidized meals	73	100.0	49.2	39.7	6.3	4.8	11.1
Full-pay meals	26	100.0	37.5	33.3	25.0	4.2	29.2

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	32	93.8	14.8	25.9	51.9	7.4	59.3
	4	37	97.3	25.8	48.4	25.8	0.0	25.8
	5	38	100.0	29.4	47.1	23.5	0.0	23.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	34	94.1	14.3	42.9	42.9	0.0	42.9
	4	30	100.0	14.3	53.6	28.6	3.6	32.1
	5	35	85.7	24.0	64.0	12.0	0.0	12.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	32	96.9	22.2	51.9	22.2	3.7	25.9
	4	37	94.6	30.0	33.3	30.0	6.7	36.7
	5	38	100.0	44.1	32.4	11.8	11.8	23.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	34	94.1	21.4	57.1	14.3	7.1	21.4
	4	30	100.0	21.4	50.0	14.3	14.3	28.6
	5	35	85.7	28.0	60.0	0.0	12.0	12.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	32	93.8	51.9	33.3	11.1	3.7	14.8
	4	37	97.3	45.2	32.3	12.9	9.7	22.6
	5	38	100.0	58.8	26.5	11.8	2.9	14.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	34	100.0	62.1	37.9	0.0	0.0	0.0
	4	30	100.0	57.1	32.1	3.6	7.1	10.7
	5	35	100.0	56.7	30.0	13.3	0.0	13.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	32	90.6	46.2	46.2	0.0	7.7	7.7
	4	37	97.3	45.2	32.3	22.6	0.0	22.6
	5	38	100.0	44.1	47.1	8.8	0.0	8.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	34	100.0	34.5	51.7	13.8	0.0	13.8
	4	30	100.0	39.3	28.6	17.9	14.3	32.1
	5	35	100.0	63.3	33.3	3.3	0.0	3.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 220)				
First graders who attended full-day kindergarten	95.7%	Down from 98.6%	100.0%	100.0%
Retention rate	6.9%	Down from 8.7%	3.6%	2.8%
Attendance rate	96.7%	Down from 97.0%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.1%	Down from 7.7%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	7.1%	Down from 7.7%	0.4%	0.0%
Eligible for gifted and talented	4.6%	Down from 8.7%	7.0%	10.4%
On academic plans	46.2%	N/AV	43.5%	33.6%
On academic probation	25.7%	N/AV	0.0%	1.0%
With disabilities other than speech	11.2%	Down from 11.4%	8.6%	7.5%
Older than usual for grade	4.4%	Up from 3.1%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.0%	0.0%	0.0%
Teachers (n= 20)				
Teachers with advanced degrees	25.0%	Down from 33.3%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	2.6%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	78.8%	Up from 75.8%	87.1%	87.3%
Teacher attendance rate	95.6%	Up from 94.9%	95.0%	94.9%
Average teacher salary	\$37,627	Down 4.8%	\$42,210	\$42,485
Prof. development days/teacher	7.2 days	Down from 14.5 days	13.2 days	13.3 days
School				
Principal's years at school	1.0	Down from 8.0	3.0	4.0
Student-teacher ratio in core subjects	15.0 to 1	Up from 12.3 to 1	17.8 to 1	18.6 to 1
Prime instructional time	90.6%	Up from 89.7%	89.7%	89.7%
Dollars spent per pupil*	\$8,324	Up 6.1%	\$6,783	\$6,557
Percent of expenditures for teacher salaries*	59.5%	Down from 63.5%	63.7%	64.0%
Percent of expenditures for instruction*	65.0%		69.0%	69.1%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Baker's Chapel administration, faculty, SIC and PTA believe that emphasis on the school, home, and community relationships help to create a supportive learning environment.

Baker's Chapel is a Title One school. Currently, the school serves K4 through fifth grade and includes one self-contained classroom. The school offers several programs that focus on helping students after school with specialized instruction. The students work toward academic improvement before school in the Media Center as well as after school in the Salvation Army SMART Center or in the yearlong daycare center.

Alongside a dedicated faculty, the school support staff is an integral part of each student's educational experience. They provide health care, nutritional guidance, special needs services, counseling and social work assistance, academic support and a safe, clean school environment.

Baker's Chapel also provides parenting programs throughout the year on topics such as increasing academic performance at home, health issues and concerns, social skills, and testing tips. Parents are encouraged to get involved in school activities by volunteering in classrooms, chaperoning field trips, speaking to classes about their careers, serving on the SIC and PTA boards, or participating in the parenting activities provided throughout the year.

Baker's Chapel is supported by many local businesses such as Vulcan Materials Company, BiLo, Sara Lee Bakery, Pepsi, and the Muffin Mam. These businesses monetarily support the programs in the school and provide leadership through their involvement in the PTA and the SIC.

Baker's Chapel Elementary was established in 1953 and will be closing in summer 2006.

Nerissa Lewis, Principal
Diane Wayman, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	24	28	14
Percent satisfied with learning environment	95.8%	78.6%	100.0%
Percent satisfied with social and physical environment	100.0%	74.1%	78.6%
Percent satisfied with school-home relations	73.9%	92.9%	92.3%

*Only students at the highest elementary school grade level at this school and their parents were included.